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ABSTRACT

The issue of central interest in this book is not how many new policies have been approved or how many restructuring efforts are being undertaken, but rather what has actually changed in practice--if anything--as a result of change efforts. The book is divided into three main parts. Part 1, "Understanding Educational Change," provides an overview of the sources, processes, and outcomes of change, and the implications for dealing with change. The six chapters are entitled: (1) "The Purpose and Plan of the Book"; (2) "Sources of Educational Change"; (3) "The Meaning of Educational Change"; (4) "The Causes and Processes of Initiation"; (5) "Causes/Processes of Implementation and Continuation"; and (6) "Planning, Doing, and Coping with Change." Part 2, "Educational Change at the Local Level," contains six chapters on each of the main roles at the local level, examining the day-to-day situations people face and how change is part of these daily realities. They are entitled: (1) "The Teacher"; (2) "The Principal"; (3) "The Student"; (4) "The District Administrator"; (5) "The Consultant"; and (6) "The Parent and the Community." In Part 3, "Educational Change at the Regional and National Levels," the book returns to the larger scene. Four chapters are entitled: (1) "Governments"; (2) "Professional Preparation of Teachers"; (3) "Professional Development of Educators"; and (4) "The Future of Educational Change." (Contains 417 references.) (RR)

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